

**HOUSTON INDEPENDENT SCHOOL DISTRICT
OFFICE OF SPECIAL EDUCATION SERVICES**

Student Name _____ **Date** _____

TEACHER INPUT FOR ARD/IEP TRANSITION PLANNING

Transition refers to a coordinated set of activities designed to promote movement from high school to post-high school life. Appropriate transition planning increases opportunities for students with disabilities to graduate from high school with the skills necessary for productive and/or independent living in post-high school environments. The information contained in this questionnaire will be used at this student's Transition ARD/IEP committee meeting. Please take a few minutes to complete the following items.

RETURN THIS FORM TO _____ **By** _____

Name

Date

Teacher's Name _____

Date Completed _____ **Signature** _____

Put a check next to everything you believe is true for this student the majority of the time.

Attitude towards school:

<input type="checkbox"/> Is on time to class	<input type="checkbox"/> Is tardy
<input type="checkbox"/> Is cooperative	<input type="checkbox"/> Is uncooperative
<input type="checkbox"/> Follows directions	<input type="checkbox"/> Does not follow directions
<input type="checkbox"/> Asks for help when needed	<input type="checkbox"/> Does not ask for help when needed
<input type="checkbox"/> Puts forth maximum effort	<input type="checkbox"/> Puts forth minimal effort
<input type="checkbox"/> Is alert and attentive	<input type="checkbox"/> Sleeps in class <input type="checkbox"/> Is inattentive

Behavior in class:

<input type="checkbox"/> Follows class rules	<input type="checkbox"/> Does not follow class rules
<input type="checkbox"/> Is respectful to adults	<input type="checkbox"/> Is disrespectful to adults
<input type="checkbox"/> Is respectful to peers	<input type="checkbox"/> Is disrespectful to peers
<input type="checkbox"/> Follows dress code	<input type="checkbox"/> Does not respect property
<input type="checkbox"/> Remains in assigned area	<input type="checkbox"/> Leaves assigned area

Work Habits/Work Quality

Work is submitted
☐ in a timely manner ☐ late ☐ work is usually not submitted

Work appearance is:
☐ neat ☐ sloppy ☐ incomplete

The student
☐ comes prepared ☐ does not come prepared

Put a check next to everything you believe is a strength for this student:

Academic Areas:

<input type="checkbox"/> Math	<input type="checkbox"/> Writing	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Science
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Drama	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Technology

___ Art ___ Music ___ Reading
___ Other _____

Non-Academic Areas:

___ Expressive Language ___ Receptive Language ___ Social Skills
___ Trustworthiness/Honesty ___ Leadership Ability ___ Personality
___ Other _____

Based on information the student has communicated to you, check the items below that the student intends to pursue.

___ Community college ___ Four year college/university
___ Vocational school ___ The military
___ Full time employment ___ An apprenticeship program
___ Training program ___ Other _____
This student has not communicated with me regarding his/her plans for the future _____

Based on your impressions/knowledge of the student, check the items below that would be a good choice for him/her.

Community college _____ Four-year college/university _____
The military _____ Full-time employment _____
Apprentice program _____ A training program _____
Working with people _____ Working with things _____
Working alone _____ Working with others _____
Other _____

Are there any other comments you would like to add regarding planning for this student's post-high school activities?
